

## The Reference of Grammatical Cohesion in the Recess Therapy YouTube Channel

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### Abstract

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#### Keywords:

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The objective of this research was to identify distinct types of reference grammatical cohesion generated by children between the ages of two and nine in New York City based on the theory of Halliday & Hasan (1976). The data source for this research was the Recess Therapy YouTube channel. This research applied the qualitative research method defined by Creswell (2013). This research used the observational method to collect the data. In analyzing the data, the researchers applied the identification method and the identity technique. The result of this research was that the researchers found 364 data points that were categorized into three types. There were 180 data points indicating personal references. Next, there were 97 data points categorized as demonstrative references, and lastly, there were 87 data points indicating comparative references. Grammatical cohesion is critical in this process because it provides the language processes required to link, organize, and express meaning within written speech. Recognizing the significance of grammatical cohesiveness is critical for those who want to improve their communication abilities since it allows them to produce coherent structures that are effective.

#### Kata Kunci:

*Kohesi Gramatikal  
Referensi*

*Referensi Personal*

*Referensi Demonstratif  
Referensi*

*Perbandingan*

#### Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis kohesi gramatikal referensial yang berbeda yang dihasilkan oleh anak-anak berusia dua hingga sembilan tahun di New York City berdasarkan teori Halliday & Hasan (1976). Sumber data penelitian ini adalah saluran *YouTube channel Recess Therapy*. Penelitian ini menggunakan metode penelitian kualitatif yang didefinisikan oleh Creswell (2013). Metode observasional digunakan untuk mengumpulkan data. Dalam menganalisis data, para peneliti menggunakan metode identifikasi dan teknik identitas. Hasil penelitian ini menunjukkan bahwa

para peneliti menemukan 364 data yang dikategorikan ke dalam tiga jenis. Terdapat 180 data yang menunjukkan referensi personal. Selanjutnya, terdapat 97 data yang dikategorikan sebagai referensi demonstratif dan yang terakhir, terdapat 87 data yang menunjukkan referensi perbandingan. Kohesi gramatikal sangat penting dalam proses ini karena menyediakan proses bahasa yang diperlukan untuk menghubungkan, mengorganisir, dan mengekspresikan makna dalam pidato tertulis. Mengakui pentingnya kohesi gramatikal penting bagi mereka yang ingin meningkatkan kemampuan komunikasi mereka karena memungkinkan mereka menghasilkan struktur yang koheren, dan efektif.

## **INTRODUCTION**

In communication speakers must create spoken words that skilfully guide readers through a logical flow of ideas, assuring understanding and interest. Grammatical cohesion is critical in this process because it provides the language processes required to link, organise, and express meaning within written speech. Recognising the significance of grammatical cohesiveness is critical for those who want to improve their communication abilities since it allows them to produce coherent, effective, and requiring structures. According to Halliday & Hasan (1976) a discourse analysis model designed to concentrate on the concepts of cohesion. Cohesion is referred to simply grammatical and lexical relationships that exist within a text and play a role to its whole coherence.

Cohesion acts as a link that connects one sentence to the next inside a text. This textual feature is the result of either semantic or grammatical links (Muttaqin et al., 2021). In line with Awwalia & Suhardi (2020) stated that Cohesion is analogous to a link that connects each sentence or enables the construction of a comprehensive and semantically integrated meaning. In simpler terms, Cohesion refers to the way that different parts of a text are connected to each other to create a coherent whole Halliday & Hasan (1976). Cohesion is referred to as the connections of certain elements (sentences) in a text induced by an internal element. Furthermore, cohesive devices divided in two kinds First, grammatical

cohesive devices deal with sentence cohesiveness caused by grammatical issues. As defined by Nurwahidah et al., (2022) grammatical cohesion is defined as the connection of certain grammatical parts inside the confines of a sentence. Grammatical factor might include cohesive devices like as reference, ellipsis, conjunction, and substitution Halliday & Hasan (1976). Second, lexical cohesive devices deal with sentence cohesiveness caused by lexical choice. Lexical cohesive devices include repetition, synonymy, hyponymy, metonymy, and antonymy (Halliday & Hasan, 1976).

According to Matthiessen & Halliday (2014) There are items in every language which have a reference in a specific sense where instead of interpreting something semantically each language makes a reference to what it wants to refer to without doing word redundancy with their own interpretation. Base on the explanation above the phenomena of references can be found in daily live and in the social media as well for instance YouTube as the following utterance below:

Cinta Laura: I've been busy with a lot of things actually because not only have released two singles in the past seven months I went to Korea and Malaysia to perform **there** and **then** I'm **currently** making my own skincare line I've been appointed as the new brand ambassador for a certain phone company. So, you know I'm just trying to get women **in this country** to embrace who they are after having lived in the States for eight years I came to realize how women's rights in this country you know still needs to be developed therefore you know I had the opportunity to meet EBU Johanna at the time who was the minister of women empowerment and child protection and I have discussed my concerns about what was happening **here** and I had discussed what I thought could be done

This utterance found in the episode DA MAN Interview with Cinta Laura Kiehl in DA MAN Magazine YouTube Chanel. In this interview, Cinta was asked by DA MAN about what keeps her busy these days. This utterance above contained demonstrative references due to the speaker used the word there, then, currently, this and here in her sentence, these words are specification of demonstrative references. Demonstrative reference **“there” in the sentence explain the place condition in this case “there” referred to Malaysia and Korea.** Demonstrative reference **“then”** is in **“I went to Korea and Malaysia to**

perform there and then I'm currently making my own skincare” sentence. This demonstrative is categorized as **demonstrative adverbial reference, it correlates with something which will be done by her, or it wants to explain look forward.** Moreover, in this data also found the word “currently” which similar meaning with demonstrative adverbial “now” thus the word currently in the sentence show the position that related with activities she is doing now. Furthermore, demonstrative reference “this” in the sentence intended to the country of Indonesia, as in grammatical cohesion this demonstrative determiner must be followed by single noun meanwhile the opposite “these” must be followed by plural. Finally, the demonstrative reference that can be founded in this sentence is “here” this type of references explain the place she intended or Indonesia, in line with Halliday & Hasan (1976) This style of reference is simply a verbal indicating technique. To put it another way, demonstrative reference refers to objects that are present or absent in discourse.

Furthermore, the phenomena of references in the social media are not merely occurred in adult conversation however it comes in children utterance as well. Under these circumstances in Recess therapy YouTube Chanel in which children take a part as the interviewed. In this channel can be discovered many phenomena references, one of evidences as the following conversation between a young boy and the host of YouTube account named Julian:

**Julian** : What is the most beautiful thing in the world?  
**Young boy**: My **mom**, **she** does nice things to me.  
**Julian** : Do you want to tell and tell **her**  
**she's** beautiful?  
**Young boy**: No!  
**Julian** : you should tell **her**!  
**Young boy**: No!  
**Julian** : Should we train to tell **Mom** that **she's** beautiful?  
**Young boy**: Yes!

In the conversation above can be found a phenomenon of using personal reference that occurs in utterances of both speakers. In this case the **She** here referred to the person that belong to the young boy can be seen when the young boy said “my mom” it indicates the subject **she** here is show a continuity between

“my mom”- “She does” in term of grammatical it has relation in which “my **mom**” is singular then substituted by “she” that referred to pronouns of woman. Then from Julian's utterance we found the word “**her**”. This word here is an object of “she” which refers to someone that belongs to the second speaker due to the context of their conversation talking about the young boy’s mother. The function of these references are to show possession of a thing by not doing repetition and redundancy of word in the conversation, as defined by Halliday & Hasan (1976) that to ensure that some elements have the same cohesive type that can be called a reference, the specific nature of the information is marked for retrieval. In the event that the information reference to be taken has referential meaning, the identity of a particular thing or class of thing being referred to and cohesion lies in the continuity of reference.

In addition, the researchers correlate interrelated previous research that have carried out the investigation about references of grammatical cohesion to take into consideration and support in conducting the research. First is conducted by Warid et al., (2021) This study aims to describe the types and functions of reference of grammatical cohesion used by Nawal El-Saadawi in her novel. This research applied the theory of the types of grammatical cohesion from Halliday & Hasan (1976). The result of this research founded three types of references are personal references, demonstrative references and definite references in addition this research also revealed three purposes of references are to avoid using the same words repeatedly, to indicate a scale of proximity, and to compare something or a situation in the novel of Nawal El-Saadawi.

The second research conducted by Shabrina et al.,(2022) the purpose of this is to investigate the level of repetition, purpose, and particular pattern of demonstrative references in the Jakarta Post's health news during the month of October 2020 by applying the theory of Halliday & Hasan (1976) concerning cohesive devices. The finding of this research showed there were 368 demonstrative references in the ten news meanwhile demonstrative reference communicates specific patterns described in the news is caution, prevention, suggestion, and expectation.

From previous studies above, the researchers concluded. There is a similarity in this research and previous studies, the researchers applied the theory of Halliday & Hasan (1976) meanwhile, the difference of this research is the focus on the study, both previous studies concerned about the reference and the specific pattern of reference in text whereas, the present research specifically focused on reference in verbal. Additionally, the researcher carried out this study to determine the kinds of grammatical allusions that kids make that enhance communication abilities and to comprehend how kids form grammatical cohesiveness, which can help with the creation of interventions and tactics meant to deal with possible language-related issues.

There are four major categories of cohesive devices, they are: First, reference is methods that uses text to introduce and monitor the identities of participants. There are three different sorts of references: personal, demonstrative, and comparative. Second Ellipsis, it is the elimination of words and phrases that are unambiguous from the context in which they occur and helps preserve cohesion and reduce repetition by removing unneeded information. Third Substitution occurs when a word or phrase is replaced by another word or phrase that has a similar reference and allows for variation and helps avoid repetitive use of the same word as well. Fourth Conjunction involves the use of coordinating conjunctions "and," "but" and subordinating conjunctions "because," "although" to link clauses, sentences, or ideas together.

### ***Reference***

A reference is a semantic connection that relates to the specific character of something indicated for retrieval. Following that, referential meaning relates to the identification of the specific object or class of things being referred to. Halliday & Hasan (1976) have a distinct term for situational reference. They refer to it as EXPOHORA, or EXPHORIC reference, and contrast it with ENDHOPORIC as a generic word of reference inside the text. Generally, reference objects can be exophoric or endospheric, and if endospheric, they can be anaphoric or cataphoric. Exophora indicate that a reference to the context of the circumstance is required. Because it is contextual reference, this exophora

(situational) does not help to text cohesiveness. While endophora is a literary reference, it is also an internal coherence inside a text. Halliday & Hasan (1976) divide reference into three types: personal, demonstrative, and comparative.

### ***Personal reference***

According to Halliday & Hasan (1976) personal reference is a reference constructed through function in a speech context, through the category of person. In the speech itself, the speaker is the first person, the addressee is the second person, and other participants are third parties. First-person pronouns often refer to the speaker in the singular (I), or to the speaker and others in the plural (we). Second-person pronouns usually relate to the person or people being addressed (you); in the plural, they can also refer to the person or people being addressed in conjunction with third parties. Third-person pronouns are used to refer to people or things other than the speaker or the person being addressed (he, she, it, they). Personal pronouns are divided into three types: personal pronouns, possessive pronouns, and possessive determiners. I/me, you, he/him, she/her, it, we/us, and they/them are personal pronouns. Mine, yours, his, hers, it, ours, and theirs are possessive pronouns. My, your, his, her, its, our, and theirs are possessive determiners (Halliday & Hasan, 1976). As the following example below:

**My father's** face went blue as **he** reined in his shame. **He** glared at me. It was stare that I had never met with before. My instincts whispered to me that **my father** was going to take extreme action to punish me. I shrank in fear (Annet & Naranjo, 2014).

The personal reference as he alludes to his father, he is classified as an anaphoric reference. Furthermore, it occurs twice and serves as the topic. His change of this personal reference is demonstrated, and it appears just once and assumes the role of possessor modifier.

### ***Demonstratives reference***

A demonstrative reference is a reference based on proximity. Two types of demonstrative references they are adverbial demonstrative and selected nominal demonstrative. Adverbial demonstrative is conveyed by the terms here, there, now, and then, which allude to the position of a process in space or time. For instance:

I walked with heavy steps behind my uncle, carrying the image of **that** closed door engraved in my mind. When I ate my meals, or drank, or lay down to sleep it was **there** in front of me. I knew that I was now back in **my uncle's** house. The woman who lived with him was his wife, and the children who ran around the house were their children (Warid et al., 2021).

The demonstrative reference "there" describes the location condition, and this kind is classified as cataphoric since the reference is explained in front of it, as in the line "when I ate my meals, drank, or lay down to sleep it was there in front of me." The author also offered demonstrative reference "now" in this data, which is a demonstrative adverbial reference that reveals the position that coincides with the location right now. The demonstrative "there and this" may be found in the fifth phrase, "There was no place in this house for me except on the sofa, a small wooden couch placed in the dining room close up against the thin wall that separated it from the bedroom."

#### ***Comparatives reference***

In the book of Halliday & Hasan (1976) comparative reference is divided into two groups, they are general comparison and particular comparison. General comparative declares about similarity and dissimilarity between something that is compared in other words, general comparative deals with the same thing; same, equal, identical, identically, or similar things; such, similar, so, similarly, likewise, and dissimilarity or dissimilar things, can use the word, other, different, else, differently, otherwise. For example:

So far, so far but so close  
**like** a star, out in the cosmos  
can't touch, the beauty I see  
that's how, it feels to me  
So far, so far but so close  
**Like** a star, out in the cosmos  
Can't touch, the beauty I see  
That's how, it feels at six feet (Sholah & Yunus, 2016).

The comparative reference (similarity) represented by the word "like" above is classified as "exophoric" or "situational" reference since it is dependent on context or situation.



In conducted the research, the researchers applied the theory of Halliday & Hasan (1976) that divided reference of grammatical cohesion into three types: (1) personal, (2) demonstrative, and (3) comparative. Therefore, the researchers carried out this study to determine the kinds of grammatical allusions that kids in the *Recess Therapy YouTube channel* make that enhance communication abilities and to comprehend how kids in the *Recess Therapy YouTube channel* form grammatical cohesiveness, which can help with the creation of interventions and tactics meant to deal with possible language-related issues. In addition, the researchers chose this data as the data source of this research due to *The Recess Therapy channel*, which focuses on recess activities especially, is focused on recording children using language in a natural and spontaneous way. A closer representation of language production in the real world is made possible by this authenticity, which also strengthens the data's validity.

## **METHOD**

This research applied the qualitative research method. According to Creswell (2013), Qualitative research is a research method to explore and understand the meaning that some individuals or groups of people think come from social or human problems. Additionally, Bogdan & Biklen (2007) said that rather than using numbers, the researchers may collect data by using words or graphics, transcripts of interviews, field notes, photos, videos, memos, personal papers, and other official records. Furthermore, the object of this research is to identify distinct types of reference grammatical cohesion generated by children between the ages of two and nine in New York City based on the theory of Halliday & Hasan (1976).

This research used observational method to collect the data. According to Creswell and Creswell (2018) observational method is a method of collecting the data for scientific purposes, through using senses of human body, while noting or recording the phenomena. In this research, the data source is in a form of video and text. Therefore, this research used observational method in collecting the data. Meanwhile, the technique to collect the data, the researchers applied note-taking

technique. According to Merriam & Tisdell (2016) note-taking is capturing detailed description by noting and highlighting the data that connect to the research as source of data for analysis. The first step in collecting the data, the researchers watched the video from the Recess Therapy YouTube channel to get raw data. After that, the researchers transcribed the spoken into written text. Then lastly, the researchers highlighted the phenomena of type of references based on the theory of (Halliday & Hasan, 1976).

Furthermore, in analysing data the researchers applied the identification method and identity technique. The steps in analysing the data were to know the context and the data was grouped using theory by Halliday and Hasan (1976). Then the researcher made a conclusion from the result. The informal method is use to present the research findings in this research. According to Sudaryanto (2015) the informal method is define as a method of presenting the research use sentence.

## **FINDINGS AND DISCUSSION**

### ***Findings***

The appearance of reference grammatical cohesion found in this research within the five videos of the Recess Therapy YouTube channel. There were 364 utterances contained the reference grammatical cohesion that were uttered in a conversation. The discovered reference grammatical cohesion in the utterances were personal reference, demonstrative reference, and comparative reference. The numbers of reference grammatical cohesion are displayed in table 1 below.

**Table 1: Reference Grammatical Cohesion in the Recess Therapy YouTube channel**

<b>No</b>	<b>Reference grammatical cohesion</b>	<b>Total</b>
1	Personal reference	180
2	Demonstrative reference	97
3	Comparative reference	87
<b>Total</b>		<b>364</b>

### *Discussion*

#### **Data 1**

Julian : do **you** want to say something to all  
**the Nepo babies** watching

Sloane : okay well I'm not I'm not gonna be-  
harsh or anything. I'm just gonna say that when you win I feel like it,  
like the award show is a little bit rigged. I think that it's like unfair  
and that the other people should win instead of **them**. **they'll** offense  
but like I'll still be happy for **them** I'll say like woo okay good job  
but let the other people have a turn

The data above found in the episode “9 years old breaks down the Oscars” they were talking about Napo babies or actress’ children. In the conversation above found phenomena of reference namely, “I, you, it, they, them” these are categorized as demonstrative references. Because, first the pronoun “you” as a subject pronoun or second person in this case, Julian used “you” to refer to Sloane. Then, subject pronoun “I” indicated the first person. Due to the rest phrases taken over or uttered by the second speaker in video as the first person in the conversation. Thus, “I” referred to Sloane, Sloane uses "I" to express her own personal opinion and viewpoint about the situation. After that, the reference “them” is the object pronoun that indicate the third person plural. Which means "them" refers to the Nepo babies who are winning the awards. The use of "them" is a pronoun used to refer to a specific group of people, in this case, the Nepo babies, in order to avoid repetition of their name. And the last, the reference “they” is a subject pronoun that indicate third person plural as well as in the previous explanation In this sentence, "they" refers to the Nepo babies who might potentially take offense if they hear Sloane's opinion about the award show being unfair.

#### **Data 2**

Slonae : I saw I just saw um something on TV.  
where there was the other **lady** who wasn't a nepo baby and **she** was  
like **she** was like making this face like.

Julian : do you mean **Angela Bassett**?

Sloane : Yeah, **she** made **she** made this face  
**she** was like. Again, I’m still not going to name names.

Julian : what does it mean that **Angela Bassett**  
**Bassett** did the thing.

Sloane : It means that **she** was jealous. I'm just gonna say it, that the voting was a little bit rigged but it was rigged sorry shoes upset, because **Jamie Lee Curtis won**. I was actually proud of **her** but anyway I was ruding for Angela but I was also proud of Jamie Jamie Lee. **Curtis** is a nepo but there's nothing wrong with that. I'm just saying **she** is because **her** parents were actors like part of me thinks **Angela Bassett** should win but part of me thinks that **she** shouldn't have made that face because, **she** was like this **she** was like fine. Yeah, **she** won but like **she** should just hide it.

This conversation found in the episode “9 years old breaks down the Oscars” they were talking about Napo babies or actress’ children. In utterances above contained phenomena of reference, the researchers found some personal references in the conversation they are, “she, her, it.” First, the pronoun “she” is a subject pronoun that indicate third person female. In this conversation, the reference to "she" is made in the context of Angela Bassett, the actress being discussed. When they mention "she made this face" and "she was like this," they are referring to Angela Bassett's facial expression and body language that she displayed when she didn't win the award they were discussing. The pronoun "she" is used to avoid repeating Angela Bassett's name multiple times throughout the conversation. It helps maintain clarity and efficiency in communication. Moreover, the pronoun her is a possessive adjective that indicate a third person female. the pronoun "her" in the utterance is used to refer to Jamie Lee Curtis, another actress who was a contender in the awards show or event being discussed. By using "her," the conversation attributes actions and emotions related to Jamie Lee Curtis, such as winning the award and being the subject of the Sloane's pride. Then, the next " the pronoun "her" is referring to Jamie Lee Curtis. The speaker is suggesting that Jamie Lee Curtis is a "nepo" or "nepo baby," which is short for "nepotism baby." In the context of the entertainment industry, nepotism refers to the practice of favoring individuals based on their family connections or relationships, especially in casting or hiring decisions. The speaker implies that Jamie Lee Curtis might have received opportunities in the industry due to her parents' status as actors. The aim of personal references, such as "she," "her." in

this conversation is to provide clarity and specificity in communication. Personal references help identify who is speaking or being referred to, allowing for effective understanding and context.

**Data 3**

- Julian : How faster **you?** miles without showing me, give me a number 100.  
Kid 1 : **a hundred, a billion.**  
Julian : okay!  
Jenny : **that's** really fast.  
Julian : **that's** pretty freaking fast miles.  
Kid 1 : if I was running and **something** was in my way and you know what I would do  
Julian : what?  
Kid 1 : I would try to use my karate moves to break **it** apar.

The data above found in the “episode Marcel the Shell & Jenny Slate Interview Kids” at minute 0:25 / 7:10. In this video, the Recess therapy invited Jenny Slate as guest star, she is an American actor, stand-up comedian, and writer best known as the originator of the Marcel the Shell movie. During this recording, Julian and Jenny will be talking to kids about community and being tiny and all things marcel. The conversation above done by three speakers they are Julian, Jenny and a random kid to be interviewed. Apart from that, the conversation above contained references uttered by all the speakers and the phenomena of references in the conversation categorized as personal reference and demonstrative reference. Ranging from personal reference, in the first line “how are you” miles without showing me, give me a number 100.” The reference “you” referred to the kid being interviewed by Julian. Moreover, reference “you” aimed to indicate that the kid being interviewed is second person grammatically. Meanwhile, personal pronoun “Me” referred to Julian as the first speaker. Then, reference “it” indicated something in young boy’s way. The reference “something” can be identified as a thing or a singular thus, “it” coherently matched to referred to a thing of what speaker meant. Afterwards, demonstrative references found in the line “that’s really fast.” Spoken by Jenny. “that” cohesively referred to number of how fast the kid will mile in this case a hundred,

a billion. “that” is used since the number of the speed preceded by an article “a” or demonstrate singular object.

**Data 4**

- Julian : What is **love**  
Kid 1 : **It's** when you be sweet **it's** like when  
you give someone a hug. I love love  
Julian : You love love  
Kid 1 : Yeah  
Julian : Who do you love  
Kid 1 : **My mommy daddy** and **my sister**  
Julian : Why do you love **them**  
Kid 1 : Um because you give **me** kisses and hugs

This data was taken from the episode “Episode 17: love”. In this conversation, the researchers found phenomena of personal references occurred in the speakers’ utterances however in this analysis concerned to the explanation of the references such as, “it, my, them, and me” in the conversation. The reference “it” is a subject pronoun that indicate a third person non-human entity. In this case, it referred to abstract thing “love” or it refers to the concept of love itself. Then, the personal reference "my" in this context to indicate possession and ownership of certain people, saying, "my mommy, daddy, and my sister." Here, "my" shows a personal relationship with these family members. Afterwards, the reference "me" indicate a first person-object pronoun thus, it was referring to oneself. Therefore, when in the sentence "because you give me kisses and hugs," "me" refers to the kid.

**Data 5**

- Sloane : let's talk about toxic friends, okay um well **I** don't want to name names on **here** because **then** next day my friend's gonna come up to me saying like uh girl you're so rude and **then** after that I'm gonna be like I was just stating the truth um so I have a few friends who are just like very dramatic.  
Julian : can you name the names and then **we'll** bleep **it**?  
Sloane : but I actually feel like you won't believe **it**.

This data found in the episode “9 years old breaks down the Oscars” on the Recess therapy YouTube channel at minute 0:32 / 4:39. There were two speakers in the video named Julian as the host and a random nine-year-old girl as the guest

star. In this video they were talking about toxic friend, during the conversation there were found several phenomena of using references to reduce redundancy and repetition. The conversation between Julian and a nine-year-old girl can be found three kinds of references done by the speakers namely, personal reference, demonstrative reference, and comparative reference. Come up to the first line, “I don't want to name names on **here**” the reference “here” categorized as demonstrative reference which is indicate the location or the position of the speaker in present in this case “here” referred to the frame or in location the video being taking. Following that, in the second line found reference “then” identified as demonstrative as well. In this conversation, “then” is a reference that indicate time in particular the following event that will happen in the next day after the young girl named the names. In the next line can found the first-person pronoun in the plural “**we**’ll bleep **it**” the first person “we” is a reference of Julian and crews. Meanwhile, the reference “it” in their conversation is referred to the young girl’s voice while mention the name of her friend in the frame.

**Data 6**

Steve : my name is Steve.  
Julian : what's up  
Steve : well, there is the centipedes **all the way over there** where and the steps were  
Julian : do you like creatures  
Steve : yes  
Jenny : do you know who **marcel the shell** Is?  
Steve : no  
Julian : have you met **this guy** before  
Steve : no  
Julian : would you like to?  
Steve : yes.  
Julian : **this** is a little guy named **marcel** he's just a little fellow.

The data above taken from the episode “Marcel the Shell & Jenny Slate Interview Kids”. Steve here is the second children being interviewed by Julian and jenny. In this conversation can be identify there are two phenomena that refer to the demonstrative references such as, “over there”, and “this”. Demonstrative in this conversation aimed to indicate the object that being discussed and to show the

location of something being discussed in the conversation. First, the reference "over there" is spatial demonstrative reference that is used to refer to a location that is at a distance from the speaker and the listener. It indicates a place away from both parties in the conversation. And then, the reference "this," is personal demonstrative reference that indicates "the guy," "a little guy named Marcel," "he," "just a little fellow". These references are used to talk about specific individuals or entities. "This" refers to Marcel the Shell, and the subsequent references like "he" and "a little fellow" also refer to Marcel.

**Data 7**

Julian : what does **kindness** mean to you?

Kid 6 : I know **this** is complicated but we gotta try a lot and a lot and a lot of people can feel respected and feel like they're being treated the way they should be treated at like everyone else

Julian : So, you start **these** conversations at home and **then** where do you take them?

Kid 6 : School and **then** where does that take them. I think it spreads to their family and then their family spreads to their friends and then **their** friends spread to a different country

The conversation above taken from the episode "what does kindness mean to you?". The kid that being interviewed was the sixth kid in the video. Apart from that, in the conversation the researchers found phenomena of reference occurred in the both speakers' utterances such as, "this, these, and then". Moreover, demonstrative references in the conversation were to provide clarity and coherence to the discussion. Demonstrative references help to specify and connect ideas, making it easier for both participants (Julian and Kid 6) and any potential listeners or readers to follow the flow of the conversation and understand the relationships between different parts of the dialogue. The word "this" in second utterance refers to the topic they are discussing, which is the concept of kindness. It indicates that Kid 6 understands that the topic they are talking about might not be straightforward. Meanwhile, the demonstrative reference "these" refers to the specific type of conversations they were previously discussing. In this case, "these conversations" indicates the particular discussions related to the concept of kindness, as mentioned earlier in the conversation. And the last



demonstrative reference was "Then" is used to indicate a sequence of events, showing the logical progression of their actions and ideas. It helps outline a potential chain of positive influence, starting from conversations at home and spreading through school, family, friends, and even across different countries.

**Data 8**

- Julian : Have you ever been in love?  
Kid 2 : No. well i like my mom i mean i love my dad and my sister.  
Julian : who do you love **the most** of the three?  
Kid 2 : my mom.  
Julian : is there anything that you love that's not a human?  
Kid 2 : Bacon.  
Julian : yeah. do you love bacon **more than** your mom?  
Kid 2 : I can't choose.  
Julian : bacon and your mom are **equal**.  
which means you love bacon **more than** your dad and your sister.  
Kid 2 : yes, that is correct.

The data above was taken from "Episode 17: love" in this episode was talking about love. The conversation above done by two speaker and the phenomena of references can be found in their utterances. The reference can be found in this conversation such as, "the most, more than, and equal" were these references categorized as comparative reference due to comparative reference is to draw parallels or highlight differences between two or more things, ideas, situations, or individuals. It allows speakers to create a better understanding of a subject by relating it to something else that the listener is likely to be familiar with. Furthermore, in this conversation. When Julian asks Kid 2, "who do you love the most of the three," he is inquiring about Kid 2's strongest or deepest affection among their mom, dad, and sister. "The most" is a superlative comparative reference, implying a comparison among three options to identify the one with the highest degree of love. Then, "more than" in next utterance is used as a comparative phrase to compare Kid 2's love for her mom with their love for bacon. The question implies a comparison of affection levels, asking if the love for bacon exceeds the love for Kid 2's mom. Finally, when Julian makes a conclusion, stating, "bacon and your mom are equal," referring to the fact that Kid 2 expressed an inability to choose between their love for bacon and their love for

their mom. "Equal" is used in a comparative sense to signify that the love for both items (bacon and mom) is at the same level.

**Data 9**

Kid 6 : love is **like** your parents love you and love is when they **like** you but they don't but they give you the good stuff so you **like** the healthy stuff to so you could stay alive but sometimes they give you tasty treats that's love

This utterance also found in the "Episode 17: love". In this utterance, the researchers found a comparative references "like". In the utterance provided by Kid 6, the word "like" is used multiple times to make a comparative reference between different aspects of love. In the first sentence "Love is like your parents love you". Here, the word "like" is used to draw a comparison between the concept of love and the way parents express their love for their child. Then, "love is when they like you but they don't". In this part of the statement, "like" is used to compare the feelings of affection or preference that parents have for their child. It suggests that parents might not always express their affection overtly, but they still have a deep affection for their child. In the next phrase "they give you the good stuff so you like the healthy stuff too". Here, "like" is used to compare the child's preference for tasty treats (which are enjoyable but may not always be healthy) to the preference for healthy stuff that parents give to ensure the child's well-being. Meanwhile, in this phrase "sometimes they give you tasty treats that's love". In this part, "like" is used to equate the act of giving tasty treats with an expression of love from the parents. It suggests that receiving enjoyable treats is a way for parents to show their love for their child.

**Data 10**

kid 7 : It's **like** liking it's **like** liking people but **more than** like **similar** to when you have a crush on somebody on. a like hans and he's a bad guy when she got her frozen heart. he let her down and she was **like** she thought when truly helped if you were **like** in warm and she **like** put he put out all the candles and the fire.

Julian : yeah, where have you learned the most about love from

Kid 7 : Frozen!

In this conversation, the comparative references, such as "like," "more than," and "similar," are used by the participants (Kid 7 and Julian) to compare the

concept of love to other familiar experiences or emotions. The reference "like" used to draw a comparison between love and another feeling or experience. In this case, the kid compared loving people to the feeling of having a crush on somebody. After that the reference "more than" the kid used this to indicate that love is stronger or deeper than the feeling of liking someone. It implies that love goes beyond simple affection. Whereas, for the reference "similar" the kid used it to show that loving someone is equal to another experience or emotion, but they don't explicitly state what it is similar to in this context. Eventually, the comparative reference "the most" in this conversation was used by Julian to inquire about where Kid gained the most knowledge or understanding about love. By using "the most," Julian was asking for the primary or most influential source of Kid's insights on the topic of love. Kid's response was "Frozen," indicating that the animated movie "Frozen" has been the most significant source of their understanding of love.

## **CONCLUSION**

The researchers concluded that reference is a semantic connection that relates to the specific character of something indicated for retrieval. Following that, referential meaning relates to the identification of the specific object or class of things being referred to. From 586 data of reference, the researchers found three types of references based on the theory of Halliday & Hasan (1976). By analysing the transcript from the Recess Therapy, the most frequent references used in the data source is personal references, the phenomena of personal references occurred frequently in case, there are many children as the speakers in the data source. Thus, in every sentence uttered by the speakers contained references to referred things, oneself and themselves in order to specify and connect ideas, making it easier for both participants. Afterward, the second frequent references used by the speakers is demonstrative reference and the less frequent references used by the speakers in the Recess therapy. Grammatical cohesion is critical in this process because it provides the language processes required to link, organise, and express meaning within written speech.

Recognising the significance of grammatical cohesiveness is critical for those who want to improve their communication abilities since it allows them to produce coherent structures, and effective.

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